

# Texas Education Agency Standard Application System (SAS)

## 2018–2019 Technology Lending

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here.  <div style="text-align: right; transform: rotate(90deg);">           RECEIVED            TEXAS EDUCATION AGENCY            2018 FEB -6 AM 11:13            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION         </div>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

### Schedule #1—General Information

#### Part 1: Applicant Information

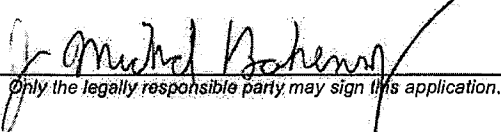
Organization name	County-District #	Amendment #	
San Saba ISD	206-901		
Vendor ID #	ESC Region #		
74-6002257	15		
Mailing address	City	State	ZIP Code
808 W. Wallace	San Saba	TX	76877
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Michael		Bohensky	Superintendent
Telephone #	Email address		FAX #
325-372-3771	mbohensky@san-saba.net		325-372-5977
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Brenda		Martinez	Assistant Superintendent
Telephone #	Email address		FAX #
325-372-3771	bmartinez@san-saba.net		325-372-5977

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Michael		Bohensky	Superintendent
Telephone #	Email address		FAX #
325-372-3771	mbohensky@san-saba.net		325-372-5977
Signature (blue ink preferred)	Date signed		

  
 Only the legally responsible party may sign this application.

1-24-2018

701-18-103-147

**Schedule #1—General Information**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

San Saba Middle School grades 5 and 6.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

**Program Overview** San Saba ISD (SSISD) is seeking to *expand the existing Apple device lending program* in place for 5<sup>th</sup> graders at the middle school campus. The expanded Apple device lending program will directly benefit 5<sup>th</sup>-6<sup>th</sup> graders at the middle school campus. It is important to note the grant will specifically target large percentages of students who are economically disadvantaged, at-risk, have learning disabilities or are identified as English Language Learners. With a diverse student population, this lending program is designed to serve individual student needs and NOT be a one-size-fits-all project. *The goal of the project is to provide 5<sup>th</sup>-6<sup>th</sup> graders with on-demand, 24/7 access to technology at school and at home so students can receive individualized learning that will lead to academic success.* This goal directly relates to the educational goal of San Saba ISD to “develop productive, successful citizens, one child at time.” Student development is our focus and implementing a technology lending program in 5<sup>th</sup>-6<sup>th</sup> grade will extend individualized learning into the home.

**Budget** SSISD is seeking grant funds to use technology as a tool to empower 5<sup>th</sup>-6<sup>th</sup> graders with knowledge and skills necessary for academic success. The Technology Team developed a comprehensive budget in the amount of \$50,000 which is based upon the needs of the 5<sup>th</sup>-6<sup>th</sup> graders. 45 Apple laptops (devices) will be purchased for the 5<sup>th</sup>-6<sup>th</sup> grade lending program. The laptops will be used with TEKS aligned and research-based digital instructional materials to provide students with individualized and differentiated instruction. This integration of technology will support the diverse learning needs of large percentages of economically disadvantaged, at-risk, ELL and students with disabilities. In addition to purchasing laptops the district will purchase wireless routers and a data plan so the students can use the laptops at home for on-demand, anytime, anywhere extended learning. The district will use local funds to insure the devices in case they are lost, damaged, or stolen.

**San Saba ISD Demographics** SSISD is located near the geographical center of Texas in the small community of San Saba. San Saba is located 65 miles away from a city with a population of 50,000 or more, making San Saba not only rural but “remote and isolated” as defined by the National Rural Education Association. The district includes a PreK-4 elementary campus; a 5<sup>th</sup>—8<sup>th</sup> grade middle school campus; and 9<sup>th</sup>-12<sup>th</sup> grade high school campus. There are high levels of student and community poverty as 59% of the PreK—12<sup>th</sup> grade students are economically disadvantaged, qualify for free/reduced meals and are living in poverty based upon their families household income. Ethnically, SSISD is diverse with 45% White and 52% Hispanics. Academically, an overwhelming 37.2% of the students are identified as at-risk and 17.8% of the students are Limited English Proficient or English is their Second Language. With these high percentages there are glaring discrepancies in state assessment scores when you compare sub-groups of economically disadvantaged, special education and minority students to their white counterparts who are not in subgroups.

**Needs Assessment Process** The districts' Technology Team conducted a thorough and comprehensive needs assessment before developing this grant application. They collected and analyzed data from each of the 3 campuses to pinpoint strengths and weakness and identify specific needs:

- Student demographics
- Student academic achievement
- Technology Resources at school and home
- Professional development

Using this data, the Technology Team prioritized campuses, grade levels and subject areas. They also developed the lending project goals, activities and budget.

**Management Plan** The San Saba Apple Lending Project has a well thought-out and carefully-constructed management plan. Our Superintendent will have final oversight and decision-making over the program. He will meet with the campus

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

principal, assistant superintendent, technology director and business manager on a regular basis to ensure the project is being implemented on-time, within budget and according to fidelity. The Assistant Superintendent will serve as the Project Director. She and the middle school campus principal will work together to conduct numerous classroom observations and review lesson plans to ensure teachers are integrating the handheld devices, online curriculum and resources, and Internet into the instructional process. The Technology Director will purchase handheld devices, the data plan, and verify they are added to the existing insurance. He will ensure all digital instructional materials are accessible at school and through the loaned handheld devices. He will ensure the handheld devices are interoperable with other technology components in the classroom, throughout the school campus, and at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Business Manager will be responsible for the financial management of the grant. He will maintain all financial records according to local and TEA guidelines. The Technology Team (district and campus administrators, teachers, parents, community members) will conduct the project evaluation.

**Project Evaluation** The Technology Team will collect qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon data they will make recommendations related to the San Saba ISD Apple Lending Project.

**Statutory & Program Requirements** There is 1 Statutory Requirement and 7 TEA Requirements and this grant application completely and accurately answers all requirements with great detail, in accordance with the purpose and goals of the Technology Lending grant and based upon the unique needs of the San Saba Middle School students.

1 Statutory Requirement -- San Saba ISD will use grant funds to purchase laptops to expand the small-scale technology lending program in place for 5<sup>th</sup> graders at the middle school. The new laptops will be available during the school day and for check-out for home use to access the Internet and electronic instructional materials so students can have a digital rich online learning format to engage in project-based and personalized learning.

The San Saba School Lending Program also adheres to the 7 TEA requirements (further noted in **bold**) specifically, the **goal** of the project is to advance student-centered learning in a digitally rich environment with **priority** focused on 5<sup>th</sup> and 6<sup>th</sup> grade. The use of laptops and a take home lending program will **align** with the online curriculum, the technology-driven instruction, and a 21<sup>st</sup> century classroom management. The students will use the laptops to access core and supplemental curriculum **electronic instructional materials**. The campus has a robust **technology infrastructure** in place including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The laptops will come equipped with WiFi and **Internet Access** so students can have on-demand access while at home. The Technology Director will provide ongoing **tech support** to both the teachers and students. He will teach them how to use the laptops, will troubleshoot, and keep the devices in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. The librarian or classroom teachers will be responsible for **checking-out and checking-in** the devices. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that San Saba is **committed** to a technology lending program now and in the future. Through federal, state and local funding, San Saba ISD will expand the technology lending program into grades.

**Priorities for Funding** This project meets the following priorities for funding: San Saba ISD has previously received funding from **ONLY** the 2014-2016 Technology Lending Program Grant and is therefore eligible to receive 5 priority points.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 206-901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$0	\$5,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$45,000	\$0	\$45,000
Total direct costs:			\$50,000	\$0	\$50,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$50,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,500
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Data plan and/or home Internet	\$5,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$5,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 206-901		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 206-901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	Laptops for grades 5 & 6	45	\$1,000	\$45,000
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$45,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	55	60.7%	60.7% of the 5 <sup>th</sup> - 6 <sup>th</sup> graders are economically disadvantaged. This exceeds the Statewide percentage of 59%
Limited English proficient (LEP)	7	7.9%	34.6% of 5 <sup>th</sup> -6 <sup>th</sup> graders at at-risk
Disciplinary placements	0	0%	13.6% of the 5 <sup>th</sup> -6 <sup>th</sup> graders are participating in special education programs
Attendance rate	NA	97.2%	6.8% of the 5 <sup>th</sup> -6 <sup>th</sup> graders are identified as highly-mobile
Annual dropout rate (Gr 9-12)	NA	0%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						40	50							90

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Saba Apple Lending Project for 5<sup>th</sup>-6<sup>th</sup> grade was developed from a comprehensive needs assessment conducted by the Technology Team (Team). They collected and analyzed data from the 2016-17 Texas Academic Performance Report for each of the 3 campuses. These reports were used to pinpoint strengths and weakness and identify and prioritize needs as related to:

- Student demographics
- Student academic achievement
- Technology resources at school and home
- Professional development

Upon completion of the needs assessment, the Team noted the following:

**Student Demographics** – Of the students enrolled in grades K-12, the 5<sup>th</sup>-6<sup>th</sup> graders have the largest percentage of economically disadvantaged students, ELL students, at-risk students, and students with learning disabilities.

**Student Academic Achievement** 5<sup>th</sup>-6<sup>th</sup> graders are low performers on STAAR assessments, especially the students in subgroups (economically disadvantaged, at-risk, minority and ELL students). In reviewing the Technology Application TEKS, the Team also found that the 5<sup>th</sup>-6<sup>th</sup> graders are NOT proficient in the Technology Applications TEKS.

**Technology Resources at School and Home** Advanced Apple technology is in place within the campuses and a current lending program exists. There are 90 iPads in a lending program for 350 K-4 students to share at the elementary campus. There are 30 iPads in a lending program for 5<sup>th</sup> graders to share. At the high school campus, every student has their own Apple laptop as part of a 1:1 student to laptop ratio. All 3 campuses have a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. Within each campus the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted for all of the core courses. As for the home, the high school students have their own laptop to take home, but the elementary and middle school students have to share Apple devices to checkout.

**Professional Development** Because the district and all 3 campuses have migrated from PC's to Apple (Mac) laptops and iPads, all K-12 teachers have participated in Apple professional development activities that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards. After pinpointing strengths and weaknesses, each campus was ranked on a scale of 0-5, with 0 being "no need" and 5 being "extreme need." The middle school campus both ranked with the highest needs based upon the large percentages of economically disadvantaged, at-risk, highly mobile, ELL and minority students as well as students limited access to technology or the Internet, and their poor performance on the state STAAR test assessment. Based upon the student data, the Team developed a priority list of 5 needs to be addressed through San Saba Middle School Lending Project. The needs are as follows:

1. Increase the number of handheld devices available at the middle school campus for checkout
2. Target 5<sup>th</sup>-6<sup>th</sup> graders who have large percentage of economically disadvantaged, ELL, at-risk and those receiving special education services
3. Students have access to Internet and online instructional materials while at home
4. Students use technology tools to help with their specific learning needs
5. Increase students' proficiency in the Technology TEKS

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the number of handheld devices at the middle school campus available for checkout	Technology Lending Program grant funds will address the need for additional devices designated for 5 <sup>th</sup> -6 <sup>th</sup> grade students
2.	Target 5 <sup>th</sup> -6 <sup>th</sup> graders who have large percentage of economically disadvantaged, ELL, at-risk and those receiving special education services	A Technology Lending Program will reduce the academic and technological discrepancies that exist among the diverse 5 <sup>th</sup> -6 <sup>th</sup> grade students
3.	Students have access to Internet and online instructional materials while at home	A Technology Lending Program will help to "level the playing field" for 5 <sup>th</sup> -6 <sup>th</sup> grade students, regardless of their socio-economic status, will have 24/7 opportunities for extended learning
4.	Students use technology tools to help with their specific learning needs	A Technology Lending Program will empower 5 <sup>th</sup> -6 <sup>th</sup> grade students, including those who are economically disadvantaged, at-risk, have learning disabilities, and are ESL learners, with the knowledge and skills necessary to address their individual learning needs
5.	Increase students' proficiency in the Technology TEKS	A Technology Lending Program will expose 5 <sup>th</sup> -6 <sup>th</sup> graders to rigorous, integrated digital courses, tools, resources, and support services aimed to increase the students' proficiency in the Technology Applications.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Coordinator	Superintendent, Michael Bohensky, a highly-educated and qualified leader brings over 20 years of educational experience to the project. Mr. Bohensky was a classroom teacher for 7 years. Mr. Bohensky assumed administrative duties in 2002 as a Principal. He joined San Saba ISD in the summer of 2009 as the Middle School Principal. In 2017 he assumed duties as the Superintendent. Mr. Bohensky possess a Mid-Management and Superintendent Certificate.
2.	Project Director	Assistant Superintendent, Brenda Martinez brings countless years of educational experience to this project. Both her classroom and administrative experience will ensure this project is a success.
3.	Technology Director	Technology Director, Rusty Maynard has years experience as a Technology Director and years experience in the business world. His experience will be an asset to this project.
4.	Business Manger	Business Manager, Buck Martin, has successfully managed numerous Federal and State grants with fidelity. This project will be no different.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Ensure all laptop policies and procedures are in place.	05/01/2018	05/30/2019
		2. Spend 100% of grant funds	05/01/2018	08/20/2019
		3. Provide SSISD School Board with grant reports	05/01/2018	08/20/2019
		4. File budget amendments and reports with TEA	05/01/2018	08/20/2019
2.	Laptop Implementation	1. Order 45 laptops with WiFi capabilities, 3G/4G data plan and wireless routers	05/01/2018	08/20/2019
		2. Student use laptops to access core and supplemental digital instructional materials and the Internet	05/01/2018	08/20/2019
3.	Extended Learning Opportunities	1. Students checkout laptops for on-demand home use to access core and supplemental digital instructional materials and the Internet	05/01/2018	08/20/2019
4.	Evaluation	1. Number and % of students who checked out laptops	05/01/2018	08/20/2019
		2. Number and % of economically disadvantaged, ELL, at-risk and students with learning disabilities in the lending program	05/01/2018	08/20/2019
		3. Number and % of economically disadvantaged students who had access to the Internet at home	05/01/2018	08/20/2019
		4. Number and names of courses using digital content	05/01/2018	08/20/2019
		5. Titles of digital materials used within courses as part of the technology lending program.	05/01/2018	08/20/2019
5.		6. Number and % of teachers who leveraged electronic instructional materials	05/01/2018	08/20/2019
		7. Number and % of participating students who are proficient on the Technology Applications (TEKS) for their grade level	05/01/2018	08/20/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will meet monthly to determine the extent to which the San Saba Apple Lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the Team will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

The Team will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at Technology Team meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the San Saba website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. *It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at the middle school is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged, at-risk, ELL and students with learning disabilities.*

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has an existing lending program in place that is similar to the proposed 5<sup>th</sup>-6<sup>th</sup> grade lending program. The existing lending program in place at the middle school campus is for 5<sup>th</sup> grade only and a result of the first-ever lending program established in 2014. At that time 30 ipads were purchased for 5th graders to use at school and at home as part of the 2014-16 Technology Lending Program grant.

Today, San Saba seeks another opportunity to build upon and expand the existing Apple lending program to both 5<sup>th</sup>-6<sup>th</sup> graders. To ensure that the program will continue to be successful after the grant period, the district administrators will engage in thoughtful and coordinated sustainability planning process to develop plans for continuing and expanding this project to other grades and subject levels. The administrators will actively begin to look for funding sources to sustain the program over the long term, which will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources. The administrators will budget funds to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a long-standing history of successfully coordinating and implementing a variety of student programs and services.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines – Technology Director's Report	1.	Laptops ordered and available for check-out
		2.	Home Internet access available on all laptops
		3.	Online digital core curriculum assessable through laptops
2.	Document budget expenditures – Financial Reports	1.	Spend 100% of grant funds by 08/30/2019
		2.	File timely financial reports with TEA
3.	Evaluate student academic data	1.	Students improve performance on STAAR assessments by 10%
		2.	Subgroups of students improve performance on STAAR assessments by 10%
		3.	Increase the number of students who are proficient on the Technology Applications TEKS by 20%
		4.	Decrease the number of students identified as ELL by 20%
4.	Evaluate student use of Laptops -- Classroom observations -- Laptop checkout logs	1.	100% of laptops used daily at school by 5 <sup>th</sup> -6 <sup>th</sup> graders
		2.	100% of 5 <sup>th</sup> -6 <sup>th</sup> graders checkout laptops for home use
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the laptops
- 2) Number and percent of economically disadvantaged, at-risk, ELL and students with learning disabilities participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) Number and names of courses using digital content
- 5) Titles of digital materials used within courses as part of the technology lending program grant
- 6) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 7) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

San Saba agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. San Saba will develop appropriate systems and processes to collect and report the required data.

Implementing a technology lending program means that from time-to-time, policy issues may arise that should be addressed. Possible issues will include but will not be limited to such items as transfer of students between districts, class sizes, meeting the needs of students with learning disabilities and 504 students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The Project Director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project on their campus.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the present time there are 30 ipads available to students in 5<sup>th</sup> grade to share at school and checkout for home use. Both students and teachers expressed a need for laptops. Ipads are a great tool for the younger grades, but for the 5<sup>th</sup> and 6<sup>th</sup> graders, they believe laptops are a more relevant technology for their core curriculum courses.

Due to the small size of San Saba the district has limited funding available. The district receives a few thousand dollars each year in combine Instructional Materials Allotment (IMA) funds and Title II Part D funds. Furthermore the district received limited property tax funds. Most properties are agriculture properties and have reduced taxes through the ag-exemption laws. With limited funding the district does not have the financial resources to purchase technology devices for home use.

San Saba ISD is not using funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. Funds provided under the IMA are insufficient for San Saba to purchase enough lending technology for every student who needs dedicated access to a device. Instead San Saba ISD is using the Technology Lending Program to purchase lending equipment.

Though San Saba is only using Technology Lending Program funds to purchase the lending equipment, it is important to note that San Saba has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, San Saba can put technology and digital content into the hands of students 24/7 for on-demand access to information to ensure that this technology lending program is an integral part of each students' own journey to academic success.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD Apple Lending Program aligns with the educational goal and Technology Plan of San Saba ISD to "develop productive, successful citizens, one child at time." The proposed 5<sup>th</sup>-6<sup>th</sup> grade lending program will serve individual student needs and NOT serve a one-size-fits-all project. *Through creating a 21<sup>st</sup> century learning environment with laptops for, math, science, reading, and ELA online digital instructional materials, students will receive individualized learning that will lead to academic success, specifically by:*

- "Leveling the playing field" so that every student regardless of their socio-economic status, will have access to new and extended-learning opportunities 24 hours a day, 7 days a week.
- Empowering every student, including those who are economically disadvantaged, at-risk, have learning disabilities, or ELL students with the knowledge and skills necessary to address their individual learning needs through integrating text, graphics, images, sound and video into the project-based enrichment lessons.
- Exposing every student to rigorous, integrated digital courses, tools, resources, and support services to increase students' proficiency in the Technology Applications TEKS.
- Reducing the academic and technological discrepancies that exist among the diverse 5<sup>th</sup>-6<sup>th</sup> grade students using 1) innovative teaching methods that allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production; 2) innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of math, science, reading, and ELA; and 3) innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

For those students who are economically disadvantaged, the lending project will provide them with the same opportunities new and extended learning opportunities at home, just as their counterparts who already have a computer and Internet at home. For those students who are at-risk, the lending project provides an opportunity for teachers to use innovative technology-based teaching and learning strategies will provide differentiated instruction for at-risk learners who are in need academic remediation at school and who can take the laptops home for enrichment activities to reinforce the skills taught during the school day. Students who are English As a Second Language/Limited English Proficient learners, the laptops will use videos, photographs, and Apple Educational Apps to motivate a student's reading, writing, listening, and speaking skills of the English language.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba has initially determined most students have Internet access at home and NO student rides the bus beyond 45 minutes. Of the 90 5<sup>th</sup>-6<sup>th</sup> grade students surveyed, 20% did not have Internet access at home. However, San Saba will conduct another survey once the grant is awarded. If a student, specifically an economically disadvantaged student, does not have Internet access, the district will contract with a 3G/4G data provider in order for the laptop to access the Internet while a student is at home. If a student lives in a rural and remote area where 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

It's important to note that all laptops purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school or 3G/4G service for Internet access while at home.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This project was developed to align laptops with the existing technology-based instruction and online math reading, ELA and science digital curriculum that is in place. Istation, Gizmo, Accelerated Reading, Study Island, and STAAR Tutorials as the online digital curriculum as tools to help students improve academic performance in math, science, reading and ELA. Apple Educational Apps are also approved as supplemental resources for ELL students. the 5<sup>th</sup>-6<sup>th</sup> grade students will have access to this same curriculum that is used during the school day. Specifically, the lending program will extend classroom learning to the home where students:

- Can access innovative text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.
- Can use innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of math, reading, ELA and science.
- Use innovative technology-based teaching and learning strategies will provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis
- Can access innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

SSISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also address classroom management. If a student uses their laptop for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has adopted the following online instructional materials to be used throughout grant period and beyond for the following grade levels and foundation subject areas:

Middle School Campus – 5 <sup>th</sup> -6 <sup>th</sup> Grade
Gizmo for math
Accelerated Reading
STAAR tutorials
Study Island for reading, math, science, ELA and technology skills
Apple Educational Apps for ESL

These online instructional materials will be seamlessly integrated in the core curriculum areas of math, science, reading, and ELA so students are more engaged in their learning and are provided with:

- Lessons and units that infuse digital resources that are aligned to curriculum standards
- Digital resources related to teaching and learning across the core curriculum
- Digital resources to support problem based learning
- Digital resources to support the development of higher order thinking skills, multiple intelligences, differentiated instruction, and brain-based learning

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The laptops for the classroom and lending program will be supported with the classroom technology components and technology infrastructure components. There is a local/wide area network in place with a direct connection to the Internet in all classrooms, common areas and the library. In addition, the campuses have wireless access points throughout them school to ensure opportunities for anytime and anywhere learning with the laptops.

Having a robust technology infrastructure for teacher and student-use is very important to San Saba ISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The Internet Service is delivered by the Internet Provider through Region 15 Education Service Center. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their laptops anywhere on campus to access the Internet and a wide array of online information as well as the digital curriculum that has been adopted by San Saba ISD.

The Technology Director will provide technical support as he will ensure all digital instructional materials are accessible at school and through the loaned device. He will ensure the laptops are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Technology director will provide teachers and students with ongoing technical support by maintaining the existing local/wide area networks and teachers will receive technical support on how to use their laptops and access online resources anytime, anywhere.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent will have final oversight and decision-making over the program and will meet with the assistant superintendent, principal, technology director and business manager on a regular basis to ensure the project activities are occurring on-time and on-budget. The Assistant Superintendent will serve as the Project Manager to ensure the teachers have completed immersion training and readiness prior to deploying the laptops. The middle school principal will conduct classroom observations and review lesson plans to ensure teachers are integrating the devices, online curriculum and resources, and the Internet into the daily curriculum and instruction. The Technology Director will work closely with teachers to deploy the laptops in the classroom. They will ensure all policies and procedures including the Internet Policy, Acceptable Use Policy, and the Technology Lending Agreement are up-to-date and adhere to local, state and federal policies. They will verify all students and their parents have signed and returned all applicable forms and agreements. Teachers and students will be provided with ongoing technical support by maintaining the existing local/wide area networks and teachers will receive technical support on how to use their handhelds and access online resources anytime, anywhere. The financial management of the grant will be the responsibility of the San Saba ISD Business Manager. He will maintain all financial according to local and TEA guidelines.

The Technology Director will have oversight of the check-out and check-in process. He will provide the librarian with the form to document the students' name, the date of the check-out, the serial number of the laptop, and will have a place for the student to sign the form. The librarian will be responsible for assigning a student an laptop using the laptop checkout form.

The procedures for maintenance of the technology lending equipment are outlined in the SSISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the laptop they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your laptop; 2) Carrying laptops; and 3) Screen Care for Your laptops. Laptops that are broken or fail to work properly must be taken to the library. Loaner laptops may be issued to students when they leave their laptop for repair. The Technology Director will collect student laptop at the end of the year for maintenance, cleaning, and software installation.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba has established policies and procedures to inventory of each piece of technology equipment purchased. According to SSISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. The accounting of the technology lending equipment will be entered into the district's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. Using local funds, San Saba will add the new laptops to the existing TASB insurance policy. San Saba fully understands that Technology Lending Program grant funds cannot be used to replace lost, stolen or damaged equipment.

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